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AUTHOR Merryfield, Merry M.
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ABSTRACT

This study describes global education as one of the current trends in teacher education in the United States. In this study, preservice and inservice teachers who attended six outstanding teacher education programs in global education were asked to reflect upon: (1) what they valued in their program's content and experiences; (2) their processes of applying what they had learned to their own classroom instruction; and (3) the constraints that hindered their abilities to use what they had gained in the teacher education program. Overall, the teachers valued content related to the topics of culture, global interconnections, and the environment. They found working with new instructional materials and interacting with other teachers, teams, and people from other cultures as the most useful experiences. The teachers applied what they had learned by extending or revising what they already were teaching, adding a comparative dimension or multiple perspectives, or initiating interdisciplinary approaches to mandated topics. Major constraints on the teachers' abilities to apply their new knowledge in their own classroom instruction included their students' abilities (such as reading level or developmental age), the conservatism of the community, and their own personal experiences. (EH)

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From Teacher Education to the Classroom: Reflections of Teachers Upon their Teacher Education Experiences in Global Education

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Global education is one of the current trends in teacher education in the United States. In this study, preservice and inservice teachers who attended six outstanding teacher education programs in global education were asked to reflect upon (1) what they valued in their program's content and experiences, (2) their processes of applying what they had learned to their own classroom instruction, and (3) the constraints that hindered their abilities to use what they had gained in the teacher education program. Overall the teachers valued content related to the topics of culture, global interconnections, and the environment. They found working with new instructional materials and interacting with other teachers, teams, and people from other cultures as the most useful experiences. The teachers applied what they had learned by extending or revising what they were already teaching, adding a comparative dimension or multiple perspectives, or initiating interdisciplinary approaches to mandated topics. Major constraints on the teachers' abilities to apply their new knowledge in their own classroom instruction included their students' abilities (such as reading level or developmental age), the conservatism of the community, and their own personal

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From Teacher Education to the Classroom: Reflections of Teachers on Their Teacher Education Experiences in Global Education

Global perspectives in education is one of the current trends in teacher education in the United States. The National Council for Accreditation of Teacher Education (NCATE) now requires that every teacher education program prepare teachers to teach global perspectives (NCATE, 1994). The two leading teacher education organizations, the Association of Teacher Educators (ATE) and the American Association of Colleges for Teacher Education (AACTE), have active committees or task forces to help their members improve the teaching of global education. Yet the vast majority of American teachers learn about global perspectives in education through school district-sanctioned inservice programs and voluntary attendance at globally-oriented sessions during professional meetings (Merryfield, 1991).

There has been little research into how teachers view their teacher education experiences in global education and how they make use of those educational experiences in their own classroom instruction (Ochoa, 1986). We do have evidence that preservice courses, inservice programs, and overseas experiences are factors in teachers' motivation and abilities to teach global content (Barnes & Curlette, 1985; Mahan & Stachowski, 1994; Martin, 1988; Thorpe, 1988; Tucker, 1983; Tye, 1980; Tye & Tye, 1992; Urso, 1990, Wilson, 1982, 1983). Teachers and administrators have identified some of the characteristics of effective teacher education programs in global perspectives: the scope of program offerings and support services, the program's collaboration with other institutions and organizations, and opportunities within the program for leadership and professional growth (Easterly, 1994; Merryfield, 1992; Tye & Tye, 1992).

Although teachers have written about their own and other teachers' efforts to infuse global education into school programs (Fuss-Kirkwood, 1990; Mulloy, 1990; Shapiro & Merryfield, 1995; Swift, 1990), most writers on teacher education in global perspectives have presented teacher educators'

views of programs and their perceptions of effects on teachers. In this study the focus is teachers' perspectives on their education and the process of applying what they have learned to their own classroom instruction.

Three major questions were addressed in the study. When teachers reflect upon their own education in global perspectives, on what content and experiences do they place the highest value? How do teachers describe the process of applying their own education to their classroom instruction of K-12 students? What are the constraints that hinder teachers' abilities to apply their teacher education in global perspectives to their own classrooms?

Method

This study grew out of a 1989 national reputational survey in which I identified teacher education programs in the U.S. that were preparing social studies teachers in global education. I began by surveying the 452 members of the National Council for the Social Studies' College and University Faculty Assembly (the major organization of social studies teacher educators in the U.S.) and the 50 persons responsible for global/international education in each state department of education. I also interviewed 60 members of an informal global education network of people who have demonstrated leadership in global education through their publications, presentations or other activities. These respondents identified 88 teacher education programs that they believed to be involved in teacher education in global perspectives.

Program personnel in each of the 88 programs were contacted and asked if they were "preparing social studies teachers to teach with a global perspective." The list was reduced to 32 programs as professors or directors indicated that their programs did not fit such criteria. Some programs were only beginning to address global perspectives, while others had globally-oriented electives or alternatives but no requirements or programmatic goals in global education. Profiles of the final 32 programs were published in Teaching About The World: Teacher Education Programs with a Global Perspective (Merryfield, 1990) and their global content was analyzed in another article (Merryfield, 1991).

From those 32 programs I chose six for a more in-depth study of how teachers actually used their teacher education experiences in their own teaching. The criteria for my purposeful sample (see Lincoln & Guba, 1985, and Patton, 1980, on purposeful sampling) included: (1) a comparison of relatively new programs developed in the late 1980s with ones that had pioneered global education in the 1970s, (2) an examination of programs with different institutional bases (located in colleges of education, other university programs, school districts, or private organizations), and funding sources (funding by states, school districts, federal government, foundations, or self-supported by charging fees), (3) programs that would reflect the geographic diversity of the 32 programs, and (4) programs that the reputational survey had identified as the best in the nation.

The programs selected were (1) the Social Studies and Global Awareness Program (GAP) at Florida International University in Miami, Florida, (2) the Global Education Program in Southern California at California State University at Long Beach (GEPSCA), (3) Global REACH, a private organization in Washington, (4) the Massachusetts Global Education Program, a program growing out of the efforts of a school district in Winchester, Massachusetts, (5) the Social Studies and Bluegrass International Program (BIP) at the University of Kentucky, Lexington, Kentucky, and (6) the Social Studies and Global Education Program at The Ohio State University, Columbus, Ohio. Although the programs at Kentucky, Florida International and Ohio State grew out of secondary social studies teacher education programs, all six of these teacher education programs served a wide variety of K-12 teachers.

The data for this study were collected through extended interviews with 82 classroom teachers during site visits to the six teacher education programs from December 1989 to February 1991. In 1994-1995 a sample of these teachers were interviewed a second time and 38 other teachers attending the programs were also interviewed. The majority of the teachers in the study experienced more than one offering of their teacher education program. Out of the 120 teachers in the study, approximately 90 of the teachers had experienced

relatively short (up to eight hours) inservice presentations through their school districts or professional meetings, 70 had participated in longer (two-six days) inservices, and 68 had taken formal courses for undergraduate or graduate credit. Seven of those interviewed had participated in a program's summer institute, and six had traveled on study abroad programs.

In the interviews I asked the teachers two sets of questions. The first set focused on clarifying their involvement in the program, factors they associated with its success, and concerns or issues related to the program's long-term effectiveness. (These findings were reported in Merryfield, 1992.) This article focuses on the second set of questions to the teachers that were the focus of the 1994-1995 data collection: (1) When you reflect upon your involvement with this teacher education program, what content or experiences do you value the most? Why? (2) Describe the process of applying what you have learned to your own classroom instruction. (3) What are the constraints that hinder your ability to use what you have gained from this teacher education program in your own school? Through content analysis (see Lincoln & Guba, 1985) categories of findings emerged within each major question.

It should be remembered that these are six of the more successful teacher education programs that *focus* on preparing teachers in global education. Since participation in these teacher education programs is voluntary, these teachers are probably among those American classroom teachers most interested in global education.

The findings section begins with a brief introduction to the programs, their conceptualizations of global education, and the learning experiences and other services each offers to teachers. I describe in general the methods and processes the programs employ in order to prepare teachers to teach global perspectives. Then I discuss the responses of the teachers to each of the major questions.

Findings

Looking across the six programs in Table 1, we can see that there are some important commonalities in their conceptualizations of global education.

All the programs build on the rationale that young people need to understand their world better in order to make effective decisions in an era of increasing global interconnectedness. Their content includes attention to world cultures, global issues, and to some degree, global systems and cross-cultural experiences. Some programs have a disciplinary focus, such as the Massachusetts Global Education Program's attention to geography that comes as a result of the director's leadership in the Massachusetts Geographic Alliance.

Table 1 about here

The six programs offer a wide variety of learning experiences and services (see Table 1). Those at Florida International University, the University of Kentucky and Ohio State have integrated global education into their preservice, master's, and doctoral degree programs. All six programs reach teachers through inservice workshops and presentations at professional meetings. Some sponsor study tours overseas or summer institutes. Most provide additional services to teachers such as speakers, newsletters, the development of new instructional materials or a resource center or lending library.

Within the six programs' courses, workshops, presentations and other experiences a wide variety of instructional methods are used by program leaders, professors, resource persons, teachers and other facilitators. In interviews all of the program directors espoused teaching methods that bring about active learning and reflective practice such as those written about by scholars such as Anderson (1979), Alger and Harf (1986), Becker (1979), Merryfield (1993), and Pike and Selby (1988). They advocate and practice experiential learning through personal interaction and collaboration with people from different cultures, races, social classes, ideologies, and religions (Freeman, 1993; Wilson 1982, 1993).

The programs also share goals of (1) providing teachers with new and

updated knowledge about the world and its peoples and issues, (2) linking such content to the skills and knowledge mandated by school districts or state legislatures and (3) demonstrating exemplary teaching strategies for teaching such content to different grade levels and subjects. During the site visits I observed two distinct approaches in the ways the programs addressed these goals. First, all the programs depend upon some formal or informal presentations by professors (such as a lecture on bio-diversity), experienced or master teachers (a discussion of transparencies and handouts the teacher developed for her ninth graders on global hunger), or resource people from the community (a South African speaks on her experiences under apartheid). These presentations often involve the dissemination of new materials and the demonstration of strategies (a simulation, a computer program, a novel way to use a new video) for teaching the new content. The presenters also encourage interaction, questions, or other involvement of the teachers in the presentation. Presenters may ask teachers to develop a lesson from the content or brainstorm ideas on how such content fits into the mandated curricula.

Second, the programs usually provide time for teachers to work together to modify, plan or share ways to use the content, materials and strategies in their own teaching. Cooperative learning strategies are very much a part of this component. Many of the programs work with teams of teachers who plan instruction that integrates content from history and the humanities, social sciences, science, math or foreign language instruction to meet the needs of their students and the goals of global education. Cooperative learning strategies are also used to demonstrate exemplary lessons and to help teachers learn from each other.

All the programs apply these two steps -- first introduction to new content, strategies and materials and then planning time to process the new content -- as part of courses, workshops, summer institutes, and study abroad. Even many presentations at professional meetings and very brief inservices involve some application to the classroom and sharing among teachers.

Question 1: When teachers reflect upon their own education in global perspectives, on what content or experiences do they place the highest value?

Content

All the teachers mentioned some topic related to specific knowledge gained (content), instructional materials, and some educational strategy or activity (experience) as they talked about what they valued. In Table 2 we see that their responses were particularly diverse in the content category. The topic most valued was culture. The teachers mentioned a variety of approaches to teaching about culture such as perspectives consciousness, a term familiarized by Robert Hanvey (1978) that focuses on multiple perspectives and the recognition that people often see events and issues in very different ways. They noted the importance of teaching cultural universals, attributes all people have in common, as well aq cultural diversity. Many teachers valued what they had learned about the contributions that different cultures have made to our world today.

Insert Table 2 about here

Multicultural education was described as an integral part of global education. The teachers spoke of learning to integrate the study of cultures in their local community with connections to root cultures around the world. Others described how their teacher education program's focus on cross-cultural understanding helped them to deal with their students' cultural diversity as well as the contexts of different learning styles and interests. Some teachers used the terms multicultural education or ethnic heritage as a part of the connection between cultures in another part of the world and cultures in their local community.

The second topic most frequently mentioned was global interconnections with strong emphases on economic interdependence and links between the local community and the world. These linkages were frequently taught in relation to services and products (imports and exports), the global assembly line, and

global competitiveness. Some teachers integrated culture and economic interconnections by teaching cultural diffusion and trade practices. A few teachers noted that they were using "interconnections" or "interconnectedness" as "interdependence" sometimes was perceived as a whitewash of the inequities of the dependency of poorer nations upon world markets and the power of the rich industrialized countries. Some teachers also included cultural, political or environmental interconnectedness as other facets of the ways in which their students are linked to other peoples.

The third topic, the environment, overlaps to some degree with global connections and linkages. Issues such as deforestation, pollution, global warming, and acid rain were mentioned as particularly important. Many teachers used the environment for examples of global issues that can no longer be effectively addressed by one nation or region. For some teachers environmental concerns were a catalyst that created an interest and rationale for global education. Since environmental issues are interrelated with culture, technology, economics and politics, teachers also found them appropriate for team planning and interdisciplinary instruction.

Other topics that the teachers valued included global systems, population, technology, human rights, food and hunger, religion, women in development, and mythology. The teachers explained that they appreciated these topics as they enriched mandated topics in the curriculum. For example, in a study of immigration, it is easy to include material on population trends or abuses in human rights because they help students to understand the issues underlying immigration.

As the teachers talked about what they valued from the programs, they often spoke about a discipline or subject area. Geography, literature, and foreign languages were the subjects most frequently mentioned. "What I've gained from this program is geography, geography, geography," a middle school language arts teacher in Massachusetts remarked. Many teachers valued content that could be integrated into their courses from a subject area that was relatively new to them. "For the first time I can see how to bring sports,

art, and music into my classes," explained a social studies teacher in Seattle. Over one-third of the teachers noted interdisciplinary content as a most-valued part of the teacher education program. Altogether 13 separate subjects were mentioned by the teachers. See Table 2.

Another category under content is world area or countries. Some respondents listed these separately as in, "I think I finally can teach about South Africa." Most frequently countries or regions were described in conjunction with another content area. A teacher in Miami described in detail how she now understood differences in Cuban and Nicaraguan traditions and norms of behavior. A teacher in southern California spoke about learning to teach Spanish with literature from the Central and South America. The most frequently mentioned world areas were Latin America, Asia, Africa, and the Middle East. Japan was the most frequently named country; four teachers brought up Japan in the context of economic interdependence.

Beyond topics, subject areas, and world regions, there were two other content areas identified by the teachers. Eight educators interviewed in conjunction with GEPSCA valued the program's help in implementing the California Framework, a state-wide curriculum mandate and a major concern for educators during the late 1980s and early 1990s. Many of GEPSCA's programs focused on helping teachers address the Framework through new supplementary materials and teaching strategies. Another content area mentioned by some was the work of Robert Hanvey. Both the Ohio State and Florida International University programs use his Attainable Global Perspective (1978), a conceptual paper that is one of the seminal works in global education. Six practitioners mentioned Hanvey by name as they described how his ideas had affected their teaching. A particularly compelling explanation came from a teacher in Dublin, Ohio.

> The most powerful idea I've gained from the program is perspectives consciousness. All my students now take it for granted that we will examine different perspectives on issues and events. Hanvey's ideas have changed the way I think and teach. He has captured the essence of

cross-cultural understanding in a way that inspires me to create such learning experiences for my students.

Experiences

The most valued learning experience reported by the teachers was working with new instructional materials. "The speakers are great, but it's the handouts and readings that help us make changes," explained a language arts teacher in Seattle. Readings were valued in two ways. Some readings, such as children's literature or an overview of acid rain, were directly infused into on-going instruction. Other readings, such as The State of the World or City of Joy, were appreciated for creating awareness or understanding in a new way. "Some of the readings in that course opened my mind to the world in a way I've never experienced before," a teacher in Worthington, Ohio explained.

Insert Table 3 about here

The materials mentioned vary from one page handouts or lesson plans, to extensive books of lesson plans, fiction and non-fiction, to audio-visual materials, simulations, and bibliographies. Foreign language teachers consistently spoke about the need for supplementary materials about the world in their target language since most textbooks focus on one country or culture.

Almost a third of the teachers mentioned information on organizations that provide updated materials (such as the World Bank, the Worldwatch Institute), international connections (penpals, exchanges, Peace Corps school partnerships) or local activities (an office of international students, World Affairs Council). Such materials "allow me to expand my own horizons and internationalize my classroom," a teacher in Lexington noted. Time set aside to interact and work with others was the second largest category of most valued experiences. Over two-thirds of the teachers talked about their experiences in working with other teachers, across disciplines, in teams or groups, with people from other cultures or countries, across school districts and grade levels, or with experts or organizations. Time to reflect, process

information and plan was considered very significant in their actual application of content. The teachers frequently noted that they needed time set aside during courses or workshops to work with new materials and information because they would not have such time to work with colleagues when they went back to their schools. "The time to think about and plan what all this can mean for my school and students is critical. Here we can get together and talk it out. That's what makes Global REACH so special," explained a teacher in Washington.

Other experiences valued by teachers included participation in special events, such as the International Classroom in Kentucky, summer institutes, travel, and student teaching overseas. Others recalled making presentations to other teachers, discussing controversial issues and evaluating instructional materials. The teachers frequently noted that what made their teacher education program effective was the opportunity for a variety of follow-up experiences that served to reinforce and support the more formal courses or workshops.

Question 2: How do teachers describe the process of applying their own education to their classroom instruction of K-12 students?

Extending Topics Through Global Content

Most frequently the teachers spoke of revising or extending what they were already teaching as the way they applied their own education to their classroom instruction. "I've taken the materials and ideas and redone my unit on immigration to include a global data base." "Now I go beyond my text to teach about global environmental problems, not just those of concern in America." "My course on European literature now includes some readings from people with a European heritage who live in other parts of the world." "This year for the first time my students are learning about historical connections between music in Africa and the United States."

Developing a Comparative Approach

The teachers also talked of revision in terms of adopting comparative approaches. "The way I apply the content is by adding comparisons from other

world regions. If we talk about religious conflict in Northern Ireland, I also bring in comparisons with historical conflicts in the Middle East and India. Now my students see global parallels across human problems." "I use the materials [on Latin America] to help my students compare French culture in Spain and its diffusion in South America." "What I do differently now is a global approach to our regular topics. We compare families in our community with those in other parts of the U.S. and then Latin America and Africa."

Infusing Multiple Perspectives

Such revisions often included the addition of new perspectives, particularly those voices infrequently heard in the past. "Now I've opened my American history course to many different points of view...how the Native Americans looked at European settlers, a slave's perspective of that peculiar institution, Filipino reactions to our presence there." "I've use literature to open my students' eyes to the colonial experiences of Africans and Asians."

Teachers noted that providing students with alternative, especially minority perspectives is one strategy that links global and multicultural education and serves to address parents' concerns that some ethnic or racial groups are not represented fairly in their textbooks or literature. Multiple perspectives also provide a window into the study of conflict at home and abroad and content for the development of critical thinking skills such as detecting bias or unstated assumptions.

Making Connections Across Disciplines

Some teachers focused on more integrated or interdisciplinary instruction. "My fourth grade team now integrates math and science into our units on world regions." "Because of Global REACH, we are working together across subject areas in our high school." Many teachers spoke of an interest in multidisciplinary or interdisciplinary planning and instruction because of their teacher education experiences with teachers from different disciplines and grade levels.

Building on Motivation and Creativity

Others spoke of motivation, creativity, questioning and thinking skills

that they had developed because of their teacher education experiences. "It all comes down to my motivation to take the time to plan, think through possibilities and then find appropriate materials. The program has made me see the critical nature of global changes and issues. Now I know too much to not teach about it." "The whole experience has really made me more creative. I use more strategies and more resources than ever before. I bring in international students and have my students research local/global connections." "I and my students are asking more open-ended questions about people and events. We are seeking out more sources of information and more viewpoints. We no longer try to simplify complex issues." Many of the teachers reiterated the importance of teacher education in helping them move from an interest in global education to a position where they had the materials and knowledge to teach global perspectives.

Curriculum Change

A few teachers described their work in curriculum reform. "Now I look at our K-12 scope and sequence in a different way. We are moving to two years of world history and geography. That's come about through our own education about the world. We want to focus on the past as prologue to the present." "I've developed my own unit on global perspectives and teach it before I begin world area studies and global history to help my students make connections and develop new perspectives." According to some of the teachers, teacher education played a role in new conceptualizations and implementation of more global content in new and revised courses.

Question 3: What are the constraints that hinder teachers' abilities to apply their teacher education in global perspectives to their own classrooms?

Time and Mandated Courses

As the teachers spoke about specifics in applying what they had learned to their own classes, they frequently brought up constraints related to time and course content. Many spoke of how much more they could do if they had the time to plan, network and experiment. Many explained that their overcrowded curriculum or mandated courses of study left no time to infuse global

perspectives. They had to choose *not* to teach something that was required in order to find time to work in global issues or topics. Even in districts where global perspectives were mandated, teachers felt that global education was added on top of "all the old stuff" so that they were faced with more and more topics to be taught in the same 180 school days. A major complaint about the "they keep adding to it" phenomenon of curriculum change is that it prohibits teachers from doing justice to the global complexities about which they had learned in their teacher education. "The district pays for me to take this course and then its course of study makes it hard for me to add more than one or two new lessons." Time continually came up in the interviews as the key to rethinking content instead of adding in a lesson or handout or new strategy. "Now I am including some global connections with the Francophone world, but I know I could do more if I had time to rethink my course," noted a California teacher of French.

Student Characteristics

Many teachers described the constraints of the students' ages, reading levels, interests, frames of reference, and lack of cross-cultural experience. "There's only so much I can use with first graders." "It's so difficult to teach cross-cultural understanding in an all white district." "My students think anyone different from them is strange, bad or just plain wrong. I have to begin by developing a tolerance of difference. That process alone takes more than one school year."

Community Norms

Others mentioned racism, local religious opinion, or the conservatism of the community as constraining what they could do in their classes. "You have to move slowly here. Many people don't want their kids to study other peoples in a positive light." One teacher noted that many in her community "are afraid of cultural diversity."

Constraints from the Teachers' Own Experiences and Values

This question evoked a more personal reflection from a few teachers. Many of teachers had had few experiences in other cultures, and some described

their discomfort with people different from themselves. "I need to travel, to experience other cultures. Then I could teach more globally." "My biggest constraint is my own biases and experience. I still feel uncomfortable talking to foreigners and people who don't speak good English. I need to work at erasing my own negative stereotypes of other peoples."

A few teachers described the paradox of their own upbringing and global education. "When I was growing up, the U.S. could do no wrong, we studied white man's history, and Africans were portrayed as savages in Tarzan films. Now I recognize it is a changing world, but it is hard to negate all those early learning experiences. They will always be part of my cultural baggage." Teachers, like many other Americans, find the changes in the late twentieth century somewhat overwhelming."

Conclusions

Undoubtedly these six teacher education programs have affected the instruction and professional development of these teachers. Teachers value content and experiences that they can readily translate into classroom instruction. The major topics of culture, interconnections, and the environment are recognized as important across grade levels and disciplines. The teachers also value learning more about geography, literature, and interdisciplinary approaches to content. Instructional materials are viewed as an essential component of teacher education. The teachers learn from the experiences of sharing and planning with colleagues and other professionals. Although there are constraints such as time and student background, most teachers responded that they were able to carry over much of what they had learned into their own instruction.

One the most important implications of the study is that teacher educators need to structure learning experiences to include time for reflection, planning and networking with other educators and organizations. Effective teacher education in global perspectives is not simply a transfer of knowledge. These programs, in the words of a foreign language teacher in Long Beach, "help us find ways to use global education in our own classes and link

us to on-going support services in the community."

Teacher education in global perspectives must also deal with teachers attitudes, beliefs, and personal as well as professional experiences. Global perspectives grow out of tolerance and appreciation of diverse human values, including world views different from one's own. The globally-oriented teacher accepts global interconnections as a reality of life on planet earth at the end of the twentieth century. A global educator supports working with diverse peoples in the local community and around the world to understand and improve life for us all. Such beliefs undergird these six teacher education programs, yet they can generate controversy from those who hold different world views (Schukar, 1993).

American teacher education in global perspectives is complex and dynamic as it reflects the nature of our changing world. The teachers in this study found their own experiences with teacher education programs to be rewarding because the content, processes, and support services met their needs. Teacher educators need to understand the instructional realities of the teachers with whom they work. Teachers need to challenge teacher educators to provide the knowledge, time, and support services to ensure that classroom application is an integral part of teacher education in global perspectives.

Table 1
Program Conceptualizations, Offerings and Services

Name - Institutional base Date initiated Funding	Conceptualization of Global Education	Offerings and Services
Global Education Program in Southern California (GEPSCA) Center for International Education, California State University, Long Beach, CA Initiated in 1986 About 45% from state and matching federal grants; 25% from foundations and 30% from community and business organizations	Global education is an interdisciplinary, integrative program designed to prepare students for responsible and informed citizenship in a world which is increasingly interconnected, international, multicultural, and multi-lingual.	Presentations for preservice classes. Graduate credit, non-degree courses. Short presentations at professional meetings. Short presentations for local school systems. Other short workshops. Long workshops. Summer institutes. Team development workshops for development of trainers (key educators responsible for the institutionalization of global education in their districts) A "Globemobile" traveling resource library brings curriculum resources directly to teachers at school sites. A free newsletter for educators A speaker's bureau on global issues
Global Awareness Program (GAP) Social Studies Education, Florida International University, Miami, FL Initiated in 1979 Institutional funding for degree program and college credit; grant support for inservice programs with schools	Global education is the process that provides students and individuals with the knowledge, skills, and attitudes which are necessary for them to meet their responsibility as citizens of their community, state, and nation in an increasingly interdependent and complex global society. In addition, education for a global perspective includes the following components: the ability to conceptualize and understand the complexities of the international system; a knowledge of world cultures and international events; and an appreciation of the diversities and commonalities of human values and interests.	Preservice courses. Social studies certification. Graduate courses leading to a MS in Education and an EdD in Education. Graduate credit, non-degree courses Short presentations at professional meetings. Short presentations for local school systems. Other short workshops. Long workshops. Computer-Based Information Network. Guest speakers. A resource center. Technical assistance. Consultancies on school-based program development.
Bluegrass International Program (BIP), Secondary Scoial Studies Education, University of Kentucky, Lexington, KY Initiated in 1975 Institutional funding for degree programs and college credit courses; grant support for inservice programs with schools	Today's teachers need to know about the world's peoples, cultures, and issues. Social studies teachers can best be prepared to teach with a global perspective through course work in history and the social sciences, through social studies methods classes, and through cross-cultural experiences.	Preservice courses. Social studies certification. Graduate credit leading to MA and PhD degrees. One course in Global Education. In-service workshops, from several hours to day and a half. Short presentations at professional meetings. Annual International Fair. International Classroom. Study tours. Curriculum development. Culture Kits to loan.

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Table 1 (Continued)
Program Conceptualizations, Offerings and Services

Name - Institutional base Date initiated Funding	Conceptualization of Global Education	Offerings and Services
Massachusetts Global Education Program (MGEP) Winchester Public School District, Winchester, MA Initiated in 1979 Grants and contributions from foundations, National Geographic Society and the U.S. Department of Education	In an age where nations and peoples of the world have become increasingly linked in a variety of ways--through science, technology, trade and business, monetary systems, and international organizations--MGEP is responding by helping elementary and secondary schools improve their students' ability to deal with these changes, and increase their skills and knowledge on subjects such as foreign languages, world history, geography, and global issues.	Short presentations at professional meetings. Pre/post convention workshops. Short presentations for local school systems. Other short workshops. Long workshops. Summer institutes. Study tours. A resource center for audio-visual materials, texts, simulations, computer software, lesson plans, and units for use by teachers. Consultations on a fee-for-service basis.
Social Studies and Global Education Program, The Ohio State University, Columbus, Ohio Formal graduate program in global education started in 1988 Institutional funding for degree programs and college credit courses; grant support for inservice collaboration with schools	Global education recognizes that as a democratic society in an interdependent world, the United States needs to develop citizens who have knowledge of the world beyond our borders--its peoples, nations, cultures and problems--and who understand how we affect the world. This need places an important responsibility upon educators to bring a global perspectives into their teaching, curriculum development, and research activities.	Preservice courses. Social studies certification. Courses leading to a MA and Ph.D. Graduate credit, non-degree courses. Short presentations at professional meetings. Pre/post convention workshops. Short presentations for local school systems. Study tours. Guest speakers. Consultancies in program and curriculum development. Evaluation services.
Global REACH Consortium (Private non-profit organization) Arlington, WA 1984 About 50% from grants and 50% from fee-for-service arrangements with schools	Global education is the interdisciplinary study of global issues, systems, and concepts that provide the skills and attitudes necessary to function effectively in an international environment. Global education curricula incorporate multicultural concepts and intercultural perspectives. The Global REACH Consortium contends that global education is a responsibility of all educators therefore global education must have a multidisciplinary foundation.	Graduate credit, non-degree courses. Short presentations at professional meetings. Short presentations for local school systems. Other short workshops. Resource library Consultancies for program development in global and multicultural education.

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Table 2
Global Education Topics and Content Most Valued by Teachers

Culture (80) and related topics:
perspectives consciousness (23) cultural universals (21), contributions of cultures to the world today (18), cultural diversity (17), multicultural education (14), cross-cultural understanding (12), ethnic heritage (6), world religions (6)

Global interconnections/interdependence (72), global systems (32), and related topics:
economic interdependence (43), links between the local community and the world (41), environmental/ecological systems (32), cultural connections/diffusion (31), global political systems (7)

Environment (40) and related topics:
deforestation (22), acid raid (12), global warming (7), biodiversity/extinction of species (6), rainforests (6), waste disposal (4)

Global issues (39)
population (34), use/distribution of resources and technologies (16), human rights (17), food/hunger (16), women in development (4)

Content related to disciplines, school subjects (82)
geography (55), literature (45), interdisciplinary connections/teaming (34), foreign languages (35), English as a second language (18), economics (12), science (10), art (9), history (8), music (7), math (4), health (3), business (2)

Content related to world areas, countries (55):
Latin America (38): Cuba (7), Mexico (7), Haiti (5), Ecuador (3)
Asia (32): Japan (30), China (5), Indonesia (2)
Africa (18): ancient civilizations of (4), Francophone Africa (4), South Africa (2)
Middle East (17): Arab-Israeli conflict (6), ancient civilizations of (3)
Europe (6): Eastern Europe (4), Poland (2)

Others include:
Content related to the California Framework (8)
Robert Hanvey's writings (7)

NOTE: Numbers denote the number of the 120 teachers interviewed who mentioned this topic.

Table 3
Experiences Most Valued By Teachers

Working with instructional materials (102)

Interacting/networking (92):

- with other teachers (62)
- across disciplines (44)
- in teams or groups (32)
- with people from other cultures or countries (30)
- across school districts (30)
- across grade levels (28)
- with experts (23)
- with organizations (10)

Time to reflect and process information (61)

Time to plan (58)

Participating in special international events (12)

Making presentations (10)

Discussing controversial issues related to global education (9)

Writing in reflective journal (9)

Evaluating instructional materials (5)

Summer institutes (5)

Travel or study abroad (4)

Receiving a mini-grant (1)

Receiving a stipend (1)

Student teaching in another country (1)

Training for teachers who work with preservice teachers (1)

Working with an international magnet school (1)

NOTE: Numbers denote number of the 120 teachers who mentioned this topic.

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Endnotes

Since the study began in 1989, there have been some changes in these six programs. California State University at Long Beach suffered funding cutbacks in the early 1990s which eventually led to the demise of GEPSA. The REACH Center has moved its headquarters from Arlington, Washington to Seattle. The other four programs continue to grow and evolve to meet the global education needs of teachers.